

Design Realisation



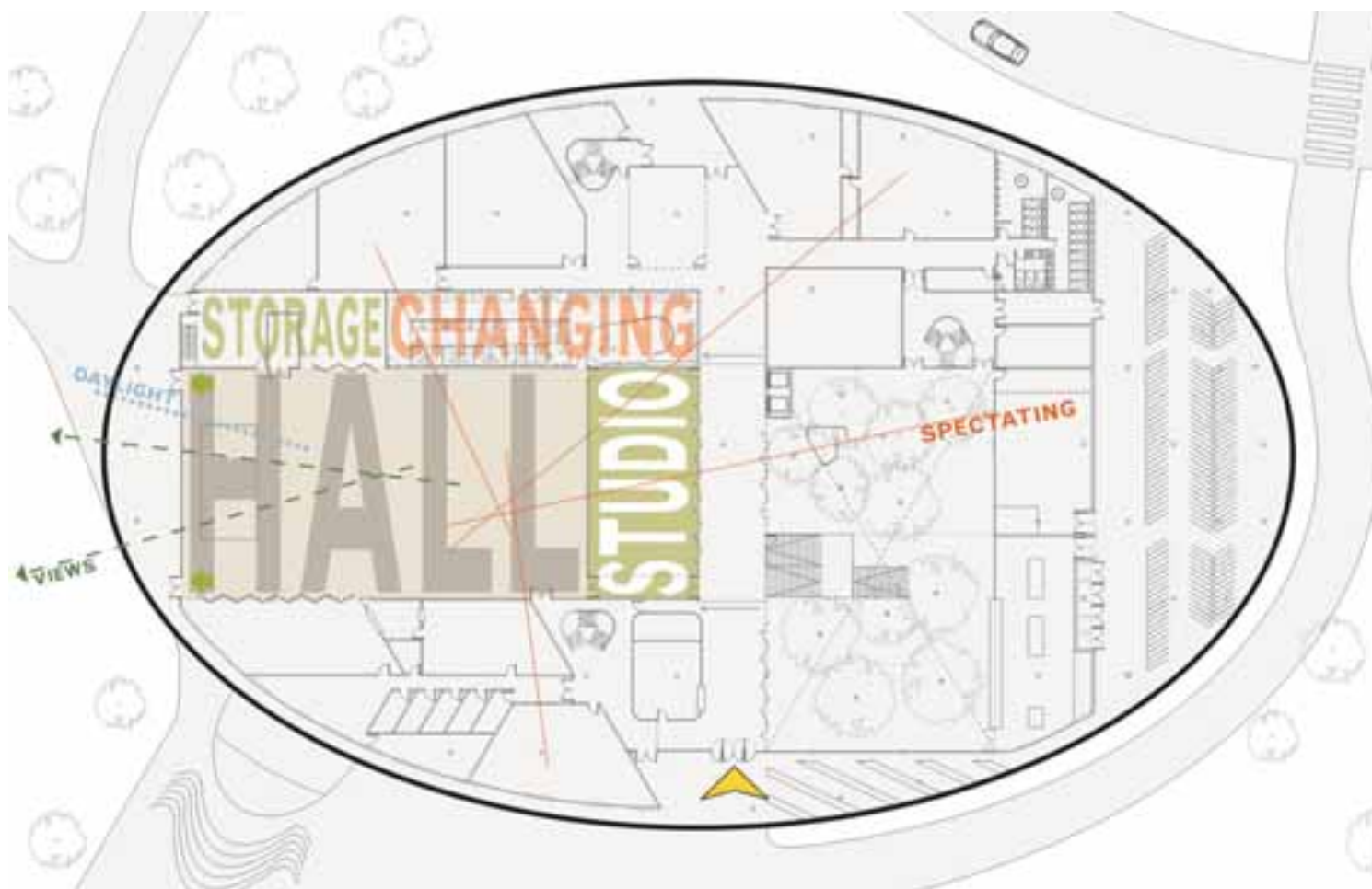
“An ingenious response by BDP to a tight urban site in London’s Paddington, BDP’s school is a delight, time and again delivering richness in the variety of space on offer and in the seemingly effortless way in which inside and outside spaces are fused.”

Paul Hyett RIBA President, Stirling Prize Judge, on Hampden Gurney

Creative Solutions

The momentum for innovative ways to deliver PESS in the curriculum will need to be supported by highly creative and imaginative approaches to designing appropriate facilities. Design teams should be challenged to provide solutions tailored to the specific needs of the school. Sometimes this may require novel and unorthodox proposals, in terms of space layout, use of materials, light and colour.





Creative Use of Space

● Creative Use of Space Example 1

Exemplar School
de Rijke Marsh Morgan Architects

This inspiring and radical proposal places the main sports area at the heart of the school, as part of a concept where all the major components are visually connected under a translucent elliptical envelope. This allows for good daylighting of the sports area. The glazing of a perimeter wall to the landscape also makes a dramatic link to the outside, and would facilitate imaginative programming of activities that could flow between inside and outside.



Image: de Rijke Marsh Morgan Architects

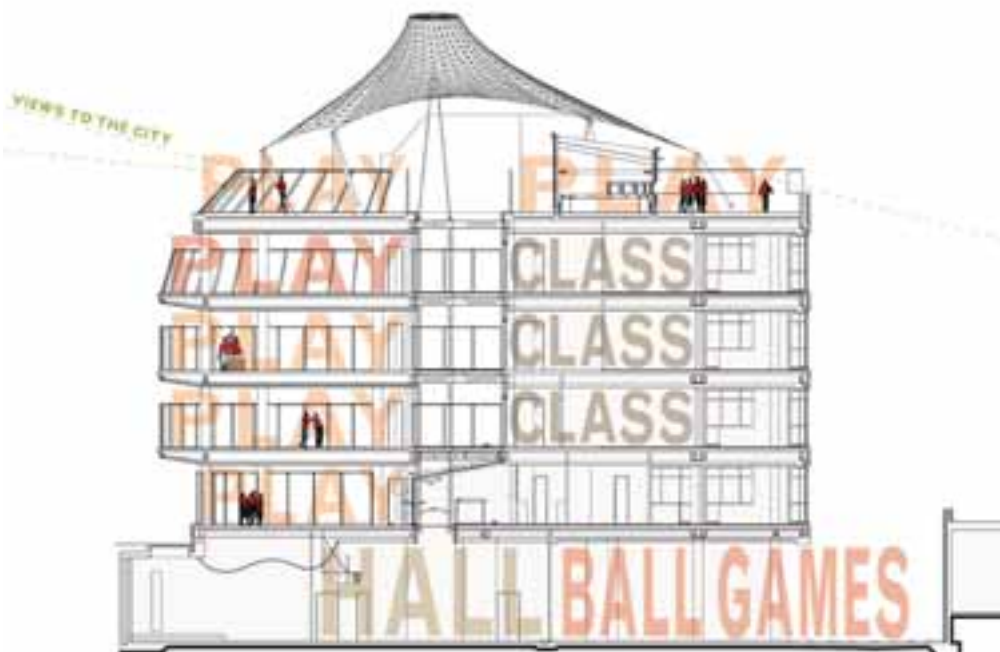


● Creative Use of Space Example 2

Hampden Gurney CE Primary School
Building Design Partnership

Given the extremely tight footprint of this site, the architects have produced an ingenious solution to providing outdoor areas for play. The open air play decks provide safe, weatherproof play for different age groups adjacent to their classrooms. These also offer the prospect of open-air classrooms on warm days. The play areas are open to the fresh air and the long side of each is curved to the south to enjoy an all-day-round sun path. The lower ground play area is dedicated to protected ball games and team sports.

The increased height of the building which results from the incorporation of the play decks on each level gives the school a strong urban presence, and gives pupils and staff a new prospect over their location.



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Design Realisation
Creative Solutions



● Creative Use of Space Example 3

Winton Primary Sports Hall
Cartwright Pickard Architects

“This project provides a roof-top sports hall on the existing flat roof of Winton Primary School. It is designed for dual use by the school and the local community.



The development results from a partnership between the London Borough of Islington's



Photo: Cartwright Pickard Architects



Education Department and Winton Primary School and has been awarded funding from the Government's *Space for Sports and Arts* initiative. The scheme provides a 20m x 10m sports hall and associated ancillary block with changing rooms. The hall is suitable for badminton, gymnastics, basketball, dance and drama.

Access for the school is via the existing flat roof. Out of school hours, when the hall will be available for community use, public access is provided via the stair and lift core to the street. The project makes use of a previously under-used rooftop playground area, leaving open play areas free at ground level.

The sports hall is clad with western red cedar timber boards, giving a warm feel. The use of timber is continued in the interior of the hall where plywood lines the walls up to a height of 2.5m. In contrast the single storey ancillary

block and stair/lift core is clad in a matt light grey metal cladding panel.

The hall has low-level windows along the south elevation facing onto the street, allowing daylight in. To address the issue of privacy removable opaque polycarbonate panels are located behind the windows on the inside wall preventing people standing in the street from seeing in.

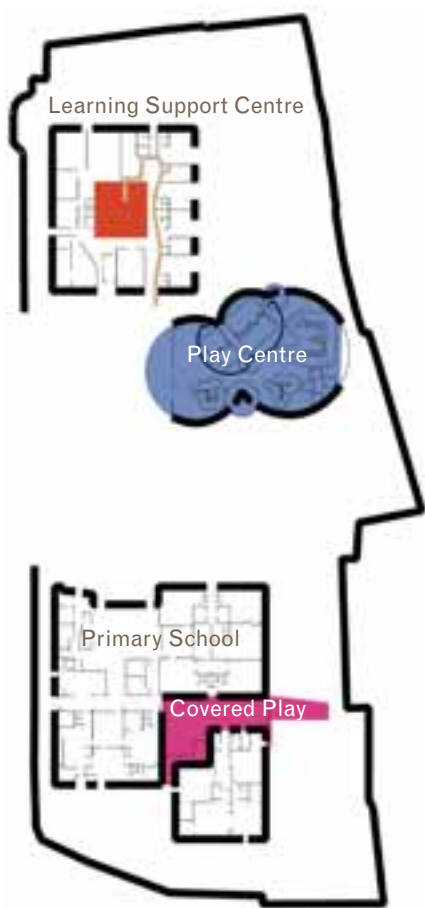
A panelised form of construction was used, allowing the pre-clad panels to be craned into position. This has several advantages - it improves construction safety and minimises disruption, which in this location was obviously especially important as the school remained open throughout the construction period. The project was completed at the end of October 2004."

Cartwright Pickard Architects



Photo: Cartwright Pickard Architects

Drawing: Sall Cullinan And Buck Architects Ltd



Photos: Peter Grant

Landscape Design

Since most sports were originally played in other spaces (the village green for cricket, an internal courtyard for tennis) it is appropriate that the landscape design of the external areas of the school should be approached as imaginatively as possible. Since the majority of time available for pupils to play sport is in break and lunch periods, outdoor areas should be designed to encourage games and sport.

Landscape Design Example 1

Chingford Hall Community Primary School
Sall Cullinan And Buck Architects Ltd

The approach on this project has been to treat the school buildings and grounds as educational elements that contribute to the wider community learning and teaching environment. A new area for weather-protected play is created by a rose-tinted canopy, which also serves a linking element between separate parts of the school.

A new play centre has been created, which is shared with an adjacent educational facility. The play centre uses colour in a rich and imaginative way to create a diversity of conditions. Three-metre-high galvanized chain link fences mark the curved walls of the playgrounds. Circular holes cut in the existing tarmac create planting areas for climbing plants that will cover the fences. Soft blue shapes are created around each piece of equipment by the safety distance and clearance requirements for the safety surfacing.



Design Points

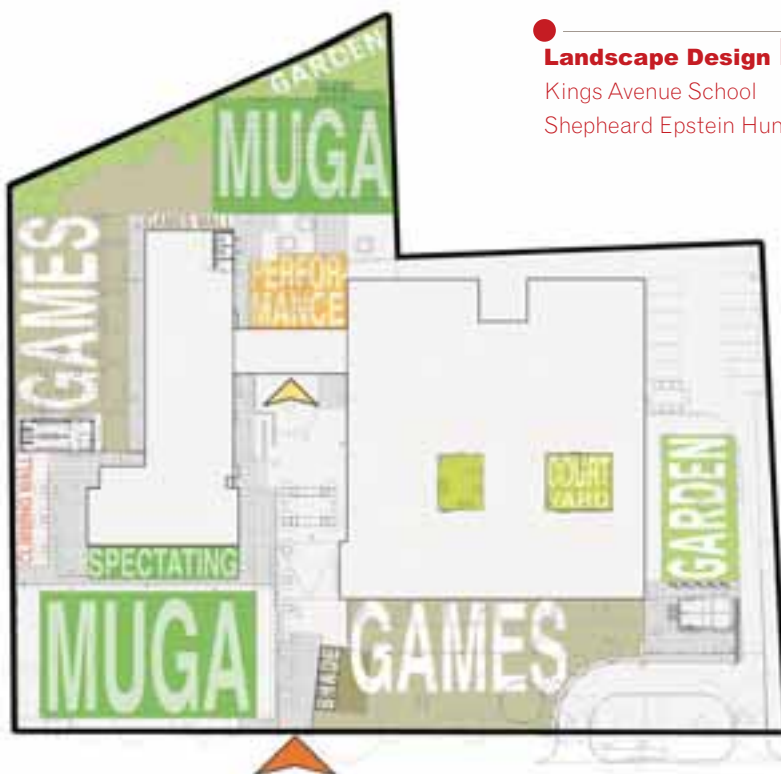
Placing formal and informal play areas within a whole-site context maximises the potential for activities

Relationship of larger and smaller spaces to encourage looking, curiosity and participation

Every outside space can encourage games-playing and activity

Provide a variety of spaces which expand the play experience

Consider how different qualities of space (for example proportion, finish, aspect) will encourage different kinds of activity (more vigorous or more contemplative)



Landscape Design Example 2

Kings Avenue School
Shepherd Epstein Hunter

The landscape areas of this primary school have been imaginatively designed for maximum play opportunity. Since the school occupies a small, dense urban site, the available space is limited. By dividing this up carefully, different age groups are given spaces which are appropriate to their needs, with different games marked out relevant to the group. Wall surfaces are used intelligently to provide a range of different games and include a traversing climbing route set up on a relatively low boundary wall, with different colour-coded routes that are changed periodically. There is a good mix of MUGAs (Multi-Use Games Areas) and quieter spaces.



Photo: Jonathan Moore

Use of Daylight

Sports facilities should be well-lit, airy spaces with sunlight where appropriate and views to the outside world. Sports buildings are places for the promotion of health and well-being. Therefore, these places should have contact with the natural world and use natural lighting and ventilation systems, where possible. Daylight can be an issue of some debate in sports buildings. Most design guidance identifies the problems that can be created by poorly designed daylighting but fails to acknowledge the potential benefit that it can bring if handled correctly. (For further information see *Lighting* in Section 4).



Use of Daylight Example 1

Langford Sports Centre, Jersey College
Architecture plb

This space introduces daylighting through a high-level diffusing clerestory strip. This makes a very successful and enjoyable space.



Use of Daylight Example 2

Notley Green Primary School
Alford Hall Monaghan Morris Architects

This primary main hall is located in the middle of the plan of the school, and is beautifully daylit with a long roof light that sets up an interesting roof geometry and bathes the hall in diffused light.



Photo: Tim Soar



Imaginative Use of Materials

Some of the materials used in PESS facilities are determined fairly strictly by performance, for example sprung floors in dance studios. It is clear from the case study examples in this book that there is scope for considerable imagination and invention in both choice of materials and their application. In many situations there is a wide choice of materials and finishes which could be suitable.

● Imaginative Use of Materials Example

Brecknock Primary School
Sall Cullinan and Buck Architects Limited

The tented sunscreen shades one third of the 750m² rooftop playground. 11.5m x 11.5m jumbo desert camouflage nets are secured with cables between galvanised steel posts anchored to the parapet walls. This is a highly imaginative and inexpensive solution, creating an environmentally responsive and exciting new place.



Photo: Sall Cullinan And Buck Architects Ltd

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Creative Solutions



Photo: Matt Chisnall

Colour

Colour can be helpful in defining different areas for sport and games, as well as enlivening the often drab surfaces of urban play environments. Colour can be added as a layer (paint to walls, floors, outside surfaces such as macadam), as a solid material (such as plastic drainage pipe sections for defining play area), as coloured translucent canopies, or as planting.

Colour Example 1

Westborough Primary School
Cottrell Vermeulen Architecture

"Different colours were introduced through screens, walls and playground painting, as well as different surface textures such as rubberised and woven surfaces. A new planting scheme brought colour and growth and change to the environment. The planting is incorporated into the new structures and upon vertical surfaces."

Cottrell Vermeulen Architecture

Colour Example 2

Jubilee Primary School
Alford Hall Monaghan Morris Architects

Colour is used extensively in this project for defining different areas for games and sport, both formal and informal. Bold geometric patterns and strong blocks of colour are used throughout the school, giving a surprisingly vivid visual experience in a grey urban context.

Colour Example 3

Mulgrave Primary School
Dannatt, Johnson Architects

The colour palette used in the external spaces of this primary school and crèche are subtle, using plain tarmac and wooden dividers and play structures that harmonise with the cladding of the school buildings. But within the palette there is considerable variation of tone and texture resulting in a lively and interesting environment.



Photo: Brian Vermeulen



Photo: Peter Cook / VIEW



Transparency & Viewing

There are good reasons for ensuring that the major spaces (such as main sports halls) are visible from other parts of the school, for example circulation areas and dining spaces. As well as giving a dynamic and spatially interesting feel to the school, this encourages pupils to observe sports activities informally, which can often assist in building confidence for participation in PESS.



Transparency & Viewing Example 1

Notley Green Primary School

Alford Hall Monaghan Morris Architects

By placing large pairs of sliding doors at the perimeter of the hall, the design of this space makes intelligent use of the central position of the hall in the school plan. The doors can be opened in different combinations, which allows good viewing of activities from other spaces, and there is considerable flexibility in the way the largest space in the school can be used and other, adjacent spaces incorporated. Even when the doors are closed, porthole windows set at different heights allow glimpsed views.



Transparency & Viewing Example 2

Marriotts School

Widdup/Amer Architects

The large window that opens from the entrance foyer to the gymnastics hall allows good viewing. As well as allowing casual viewing of the activities going on in the hall, it means that the foyer can double as a viewing gallery, where small audiences can observe activities without disturbing gymnasts. It serves a third purpose as a showcase window to a space of which the school is justifiably proud.





Strategic Planning

Thinking strategically is vital at the early stages of planning new PESS facilities.

It is important to take a regional overview of the type, quality and quantity of sports facilities that are locally available, when planning new facilities. Developing partnerships with other primary and secondary schools and sports clubs will ensure that any new facilities will be used and enjoyed by the maximum number of people.

The national strategy for PE, School Sport and Club Links (PESSCL) is building a network of over 400 school sport partnerships across the country. These partnerships aim to increase opportunities for PE and sport for young people and to maximise the shared use of facilities for PE and sport. All schools in England will be within a school sport partnership by September 2006. When planning new or refurbished facilities for PESS, schools and LEAs should think strategically about the range, extent and type of facilities across the whole school sport partnership. This will help to maximise the shared use of facilities and ensure that a wide and appropriate range of facilities is provided across the partnership.



Good buildings are created by good clients working closely with good designers. To achieve the best possible outcome from any building project requires time, careful planning and sustained effort. Building a good client team is an essential part of ensuring that the new facilities will meet the needs and ambitions of the school and provide the necessary range, size and quality of spaces to inspire students and successfully deliver the curriculum.

The following guidelines may be useful:

- Form a client team to create the physical education and school sport brief to feed into the overall brief for the new school/ refurbishment project.
- Focus on the teaching and learning ambitions of the physical education and school sport programme and the community vision, rather than writing a shopping list of spaces.
- Select a really good design team (perhaps using the client design adviser) and give them freedom and encouragement to propose inspiring ideas; be prepared for expectations to be challenged.

- Take time to look at good and relevant precedents.
- Participate actively in the formulation, evolution and refinement of the design.
- Press for quality in the built delivery.

Allowing enough time at the start of a project will give the client team the opportunity to develop a clear brief in partnership with the whole school community and other key stakeholders. Engaging members of the wider school at an early stage allows pupils and teachers to contribute ideas and knowledge as expert users of the school and can help to build interest in and commitment to the project.

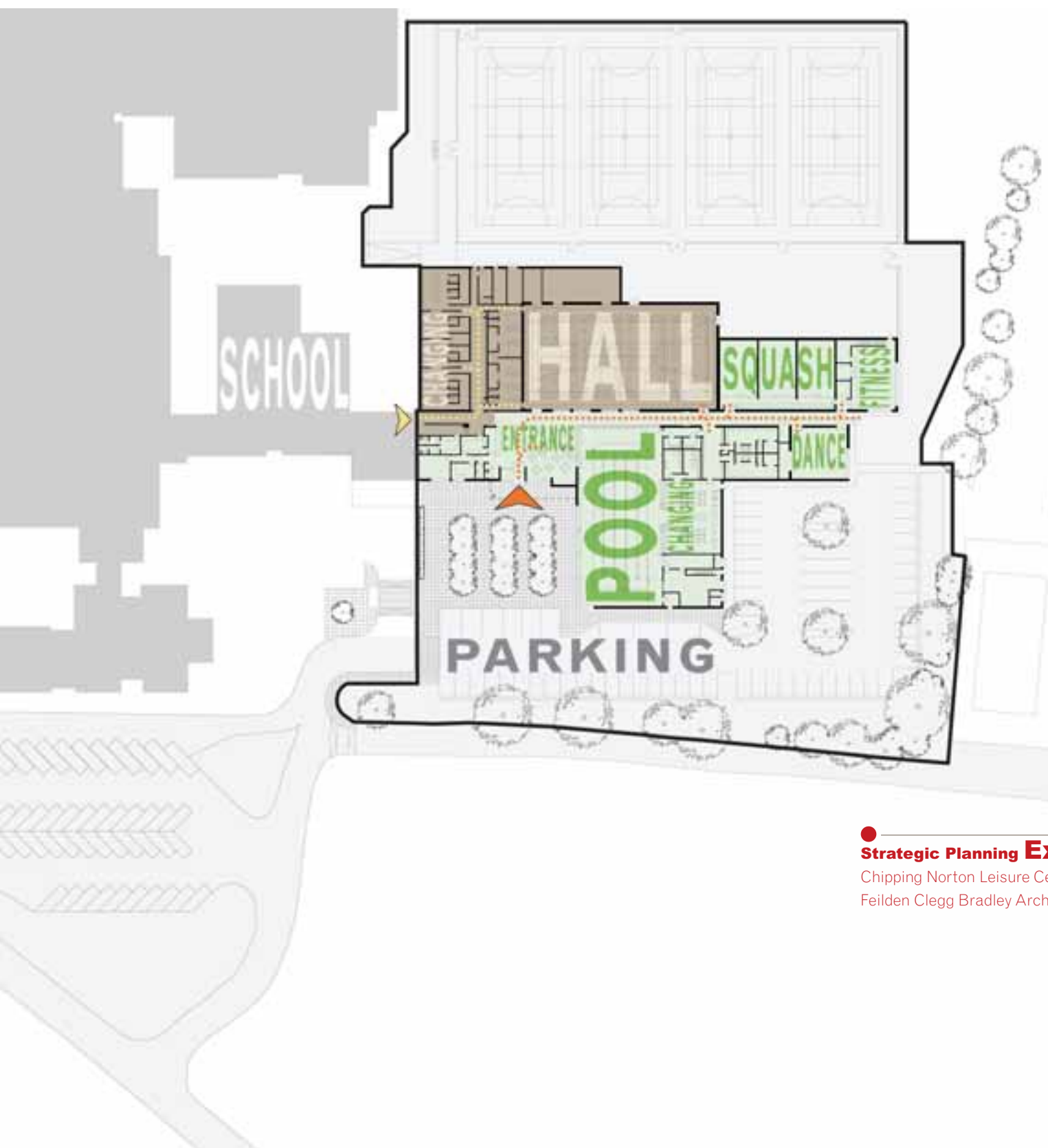
Throughout the design process, the client and the design team need to work together closely, bringing their different areas of expertise to the project. Client teams can bring expertise about how the school works, a clear idea of their vision and ambition for physical education and school sport, and knowledge of what facilities are needed. Designers can bring expertise about buildings and spaces; ideas about creative ways of using space and materials; and an overview of

the design and construction process. Both clients and designers should be open-minded about possible design solutions, making suggestions and responding to each other's ideas in an open and flexible way, and signing off decisions at key points.

See **Appendix 1** for further references.

It is very useful to have some means of identifying what stakeholders want in a building or facility.

DfES is developing a Design Quality Indicator (DQI) for schools, which can be used at the briefing stage, during the design stages of new buildings, and once facilities are occupied, to look at functionality, impact and build quality. The DQI tool can be used to involve a wide range of school stakeholders and will help schools understand how their buildings work and how they can get the best from them.



● **Strategic Planning Example**
Chipping Norton Leisure Centre
Feilden Clegg Bradley Architects LLP



Chipping Norton Leisure Centre is a well-sited building and a smart piece of local authority planning. Located adjacent to the secondary school, it has a main community entrance from the road and a separate entrance for pupils straight from the school grounds. Community and school use are often highly complementary - public sports facilities are generally under-used during school hours, and school facilities are often empty in the evenings and at weekends. By simply providing two sets of changing rooms, carefully planning the circulation and siting the building intelligently, the constituency of people who will use this building has doubled. The intensive use that this creates can justify a much higher quality of design and provision. For example, the cost of providing a pool solely for school

use would be prohibitive, but the benefits for pupils and for the delivery of the curriculum of having easy access to a pool are significant. Careful consideration of where the two user groups come into contact and adequate security for the school are clearly essential in creating this type of facility.



Off-site Activities

Adventure activities such as climbing take place off-site, and will frequently be geographically specific. Schools which are near the sea or large inland lakes may offer sailing; schools near mountain ranges may run climbing activities. There will be design issues at the school following from these off-site activities. These include:

- Storage and maintenance of specialist equipment
- Vehicle access for transport of pupils and equipment to off-site locations



Off-site Activities Example

Ivybridge Community College:
Dartmoor National Park

The main hall has a climbing wall (painted by a local artist to represent a local rock formation) where pupils learn climbing skills as part of the timetabled PE activity. Expeditions are also made to local climbing locations. Such geographically specific activities help ground the curriculum in local traditions, history and geography.



Shared Facilities Example

Ivybridge Community College:
Local Indoor Tennis Club

The school has limited area for playing fields, since it is on a steeply sloping site. By accessing local clubs (football, cricket, rugby and indoor tennis) in the town, the school is able to offer high standards in all of these areas. By careful timetabling, the benefits to both clubs and school are that facilities have a better spread of use across the week, and useful links are built up within the local sporting community. Former pupils of the school are now coaching in the tennis club, for example. The diagram shows the network of clubs linked to the school. An important consideration for this kind of shared provision is that transport to and from the outlying locations needs to be carefully planned: changing rooms and sports equipment storage should be located near to the pick-up point for transport.

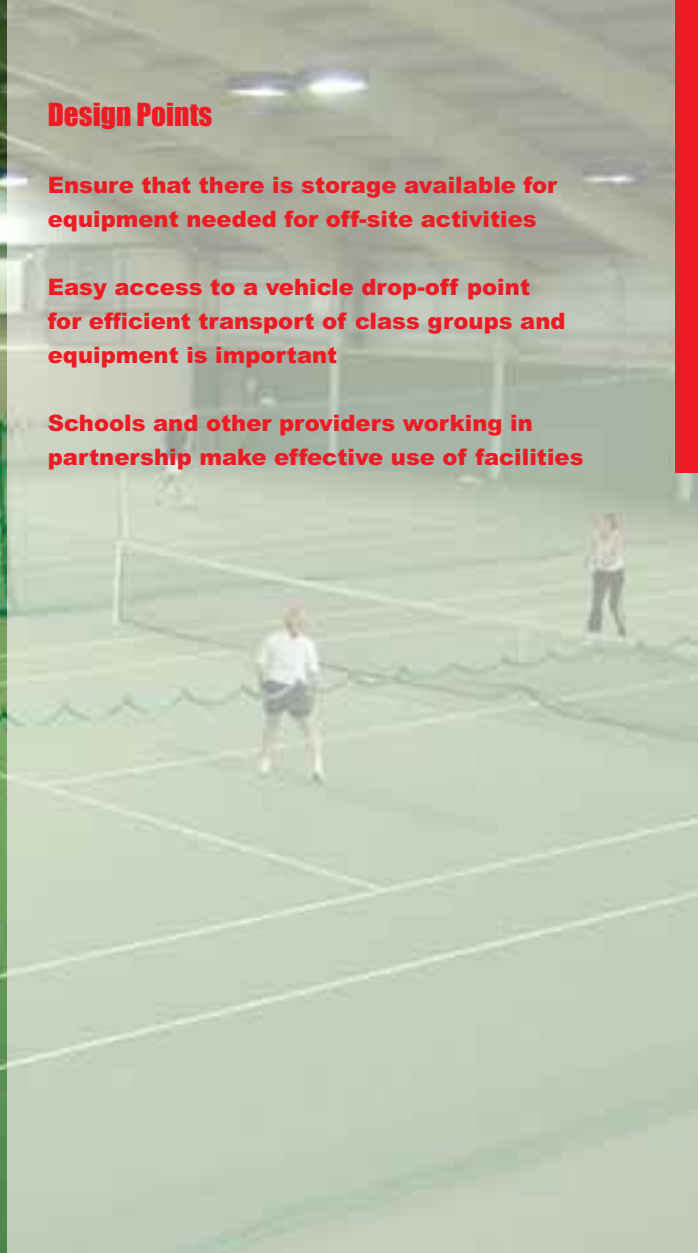


Design Points

Ensure that there is storage available for equipment needed for off-site activities

Easy access to a vehicle drop-off point for efficient transport of class groups and equipment is important

Schools and other providers working in partnership make effective use of facilities

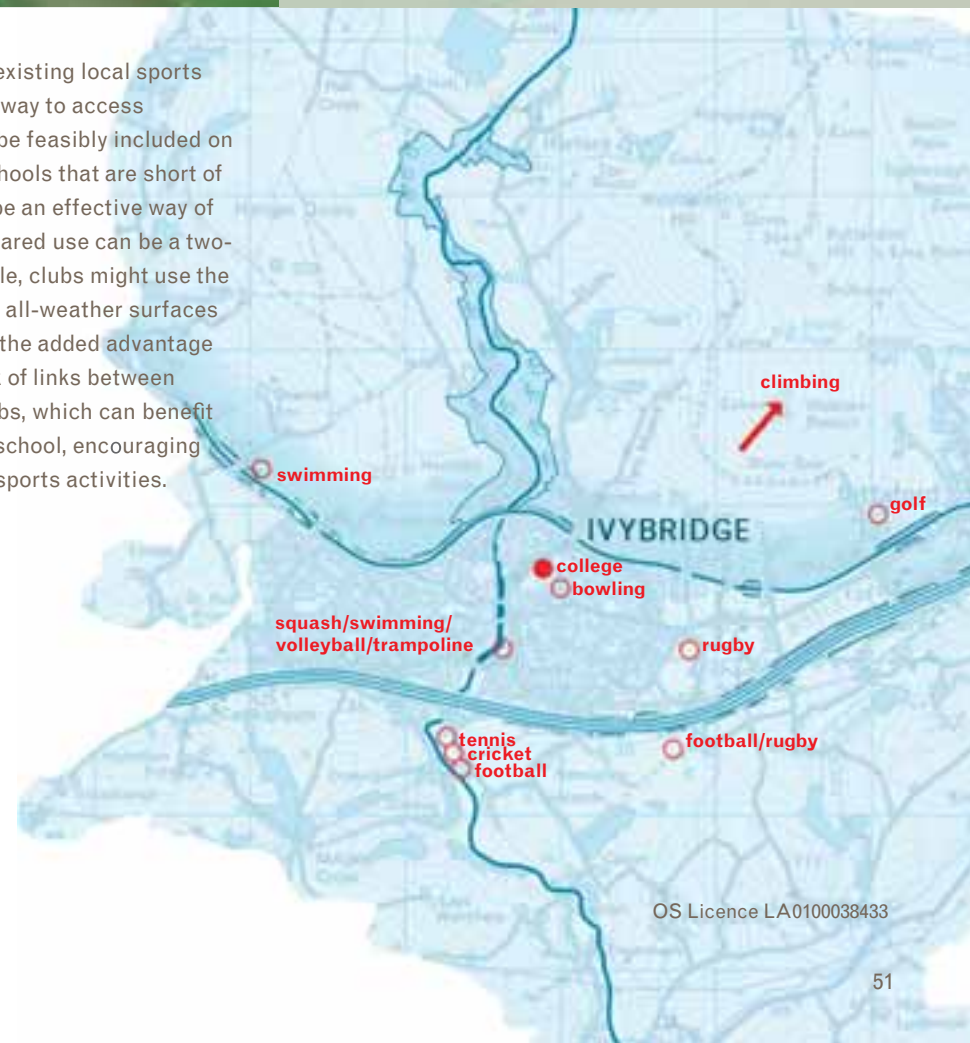


Shared Facilities

Community use of school sport facilities is growing rapidly, bringing many benefits and opportunities. Users include all age groups within the community, as well as other local schools. The sharing of group spaces with the community will vary depending on local needs. More community use can affect the area requirements for large spaces and these structures may need to be larger than current guidance suggests.

Spaces that are shared with the community require very careful briefing and design, since they will need to be flexible in use. This is one of the most difficult of all design requirements. For example, two smaller spaces that can be hired out together for community or business use may involve projections or conferences, and this will require more sophisticated lighting and environmental controls, furniture and finishes.

Establishing links with existing local sports facilities can be a good way to access resources that may not be feasibly included on the school's site. For schools that are short of playing fields, this can be an effective way of accessing activities. Shared use can be a two-way process. For example, clubs might use the school's fitness suite or all-weather surfaces in return. This can have the added advantage of building up a network of links between the school and local clubs, which can benefit pupils when they leave school, encouraging them to bridge to adult sports activities.





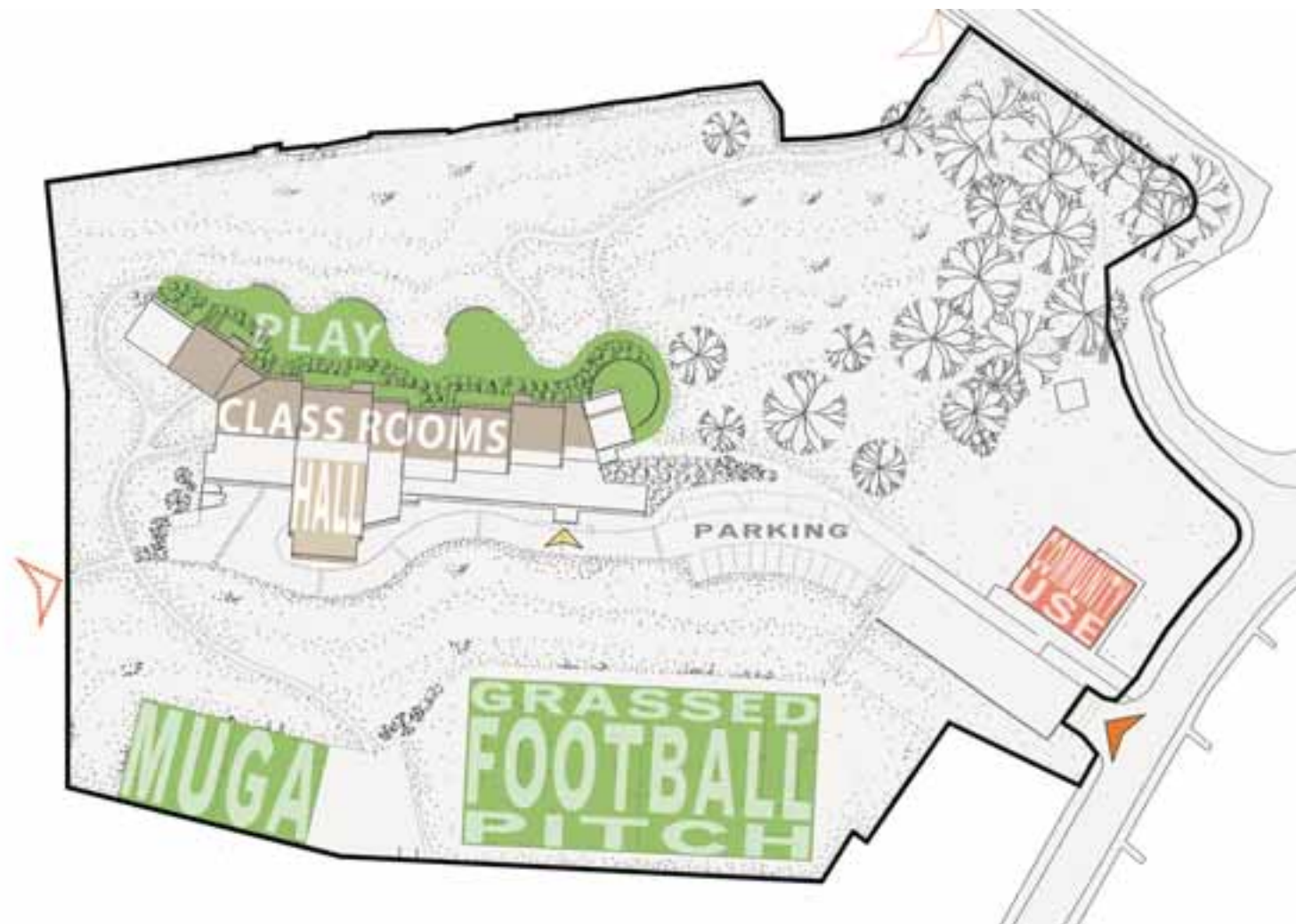
Access

School sport facilities should be designed to be accessible to all potential users, including those with disabilities.

There are several things to think about when considering access, including: access to the site, access to indoor and outdoor sports spaces within the school and access for pupils and the wider community. Three questions to keep in mind when planning school sport facilities are:

- Can all sports areas be accessed easily by people with disabilities?
- How will pupils and staff get to the sports facilities and move between different sports and supporting areas within the school?
- How would someone coming to use the school facilities get in and around?





Site Planning

The location of the parts of the school in relation to the existing features of the site (access, transport, contours, trees) will have a fundamental impact on the ability of the school to deliver the curriculum successfully. The spaces required to deliver the physical education and school sport curriculum make up some of the largest parts of the overall school brief. Skilful siting will result in significant educational and social benefits for the whole school. Sports facilities include both internal and external spaces. Supporting spaces – such as changing rooms and storage areas – will need to service both inside and outside. During planning, it is important to consider the location of these supporting

spaces and place them as close to all the PESS facilities as possible. If the facilities are located far away from other parts of the school, this can significantly reduce the teaching time in a lesson. Since some PESS activities take place off-site space for vehicle parking and drop-off should be provided near changing rooms and storage areas.



Design Points

PE and Sport facilities are big, and intelligent siting can make a positive contribution to the success of the whole school layout

Sports facilities span from inside to out: some facilities (such as changing and storage) will need to service both inside and outside spaces

‘Sport’ takes place informally as well as formally: the whole external landscape of the school can be an activity area if designed and laid out imaginatively

Locate facilities so that users, whether from the school or wider community, can move easily and quickly between the relevant parts (for example, classroom to changing room to sports field)

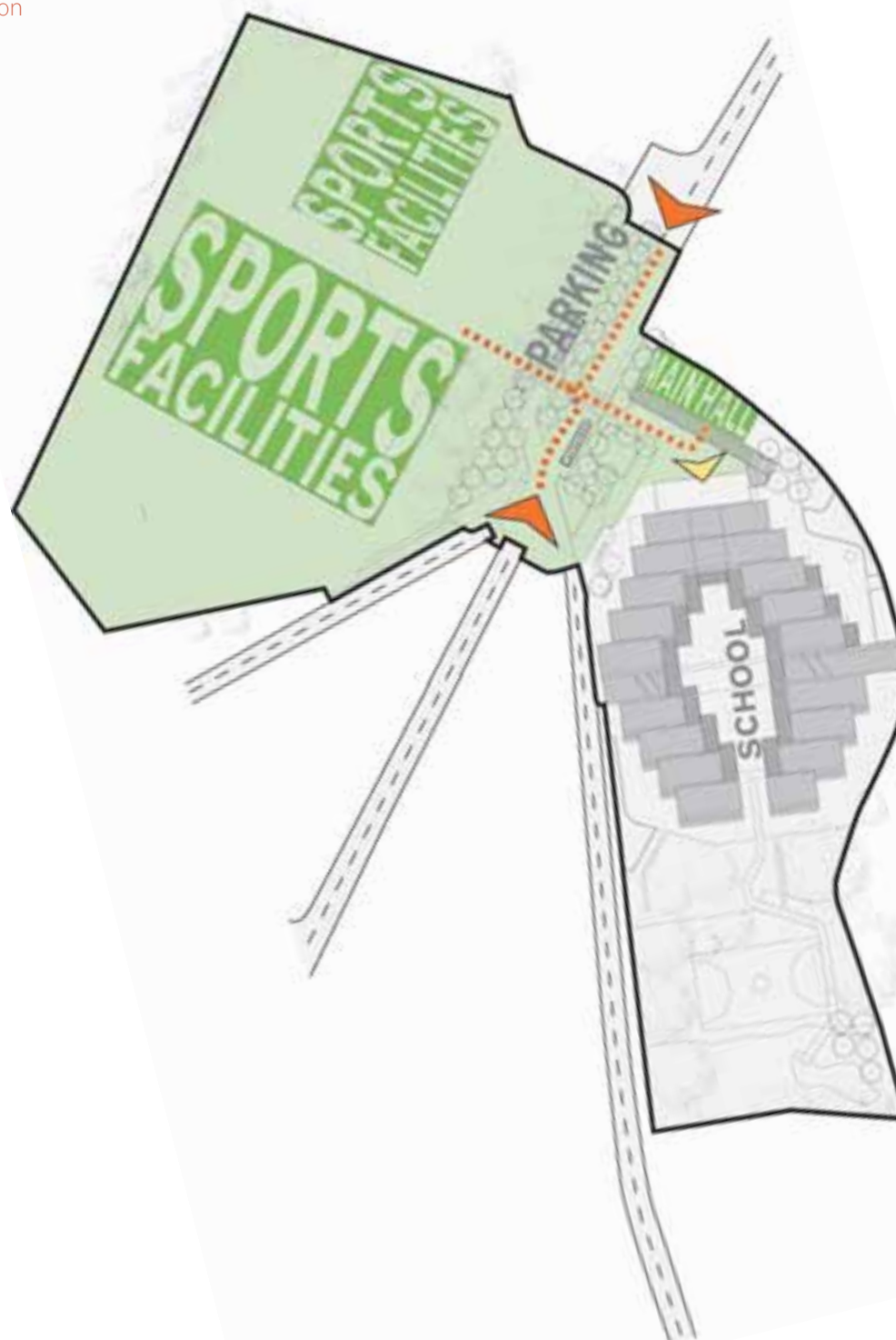


● Site Planning Example

Perthcelyn Community Primary School
Rhondda Cynon Taff

Initially, the client for Perthcelyn Community Primary School expected their new building to be located on the flat area of the largely sloping site. However, in order to maximise external sports facilities, this area was given over to the provision of a grassed football pitch and a multi-use games area. Extensive land drainage was introduced both to maximise the seasonal availability of the grassed pitch, and to contribute to the stabilisation of the ground. The building itself was tucked into the slope of the site, making effective use of the gradient. It was easier to adapt the building to these dramatic level changes than to use extensive retaining walls to create sports pitches. External teaching decks and playground spaces were provided immediately outside

classrooms by a more modest remodelling of the landform. Helpfully, the pitches were located on the edge of the site allowing easy access for the adjacent residential community. On a site with little available flat land, this strategy enabled an economically viable solution and allowed for a rich and site-responsive building form. The strategy would be readily applicable to other similar sites where dramatic level changes exist.



Access for All

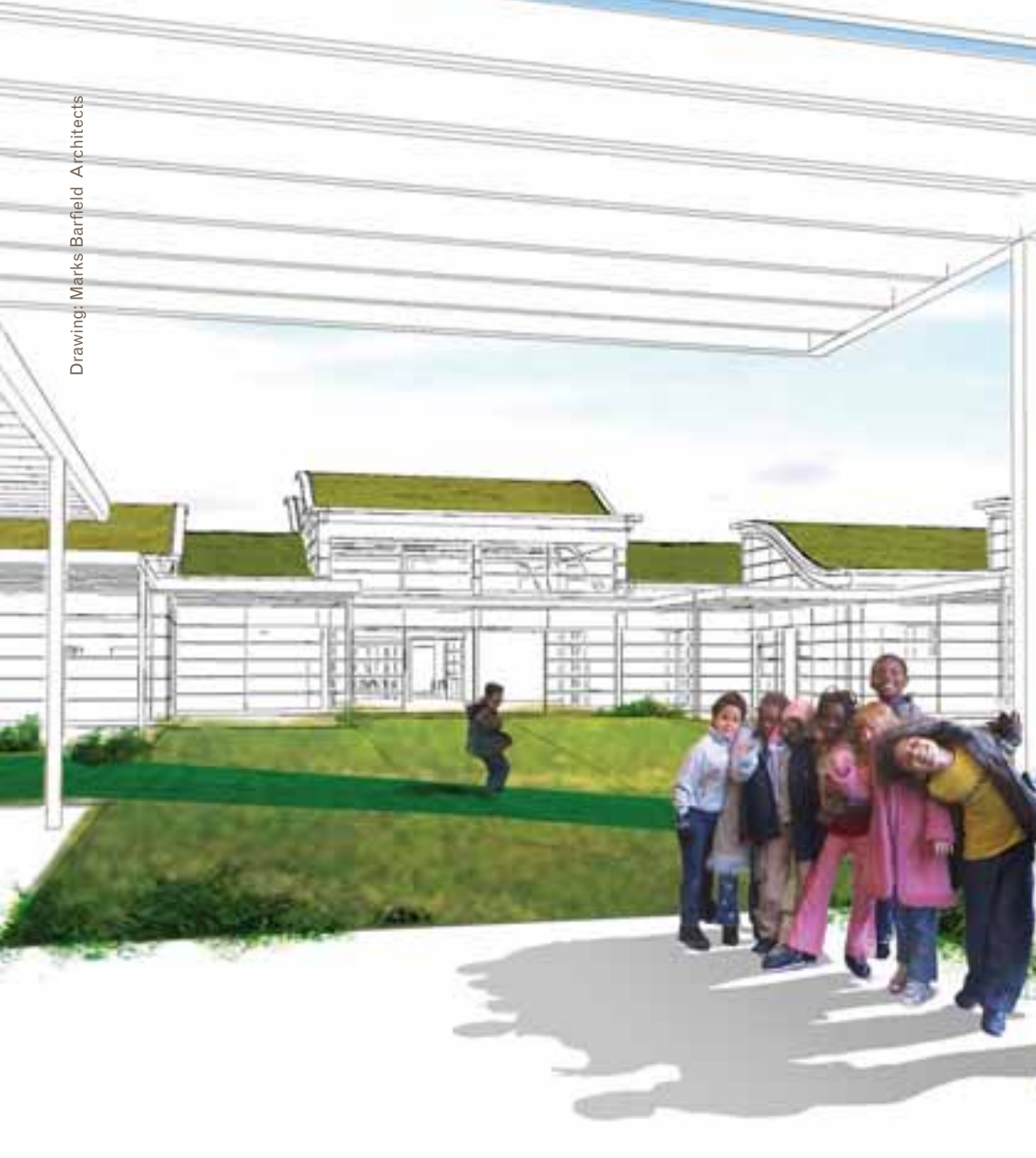
Ensuring that all PESS facilities are accessible to people with disabilities means considering carefully how someone would get to and from each space, and how they would be able to use each area in a full and exciting way and on an equal basis with other users. Parking, ramps, doors, changing facilities and equipment layouts should all be designed to allow the widest possible use. Placing halls near classrooms and enabling direct access from changing rooms will help to maximise teaching time and participation. The principal access to

other rooms should not be through the hall, as teachers and pupils using the hall as a walkway can disrupt teaching and learning.

School sport facilities are now frequently used by community groups before and after school and at weekends. This creates important implications for siting. Design issues concerning ownership and access by both the school and the community must be considered. The project team needs to understand which sections of the building should be accessible to whom and how this affects circulation routes

inside and outside the buildings. In the design of entrances and foyers, which have important functions as the school's public face, the need for security and the desire to make the building accessible should be carefully balanced.

Other issues that need careful thought at the briefing stage include outdoor sports areas, circulation and signposting, pedestrian routes, car access and parking. Parking for community users needs to be sensitively located balancing convenience and pupil safety.



Design Points

Security for teachers and pupils, and wider accessibility for the community can create conflicting demands: rehearse all possible use patterns at the design stage, include the capability to shut off areas at different times

Entrances should be clearly visible and signed. If visitors and pupils are to use different entrances this should be indicated clearly

The use of school areas by the community will probably increase the need for vehicle drop-off and parking

Entrance siting should take into account local public transport provision

Adequate lighting in car parks will encourage evening use.

Changing facilities: dual or separate use

Separate office for management during community hours

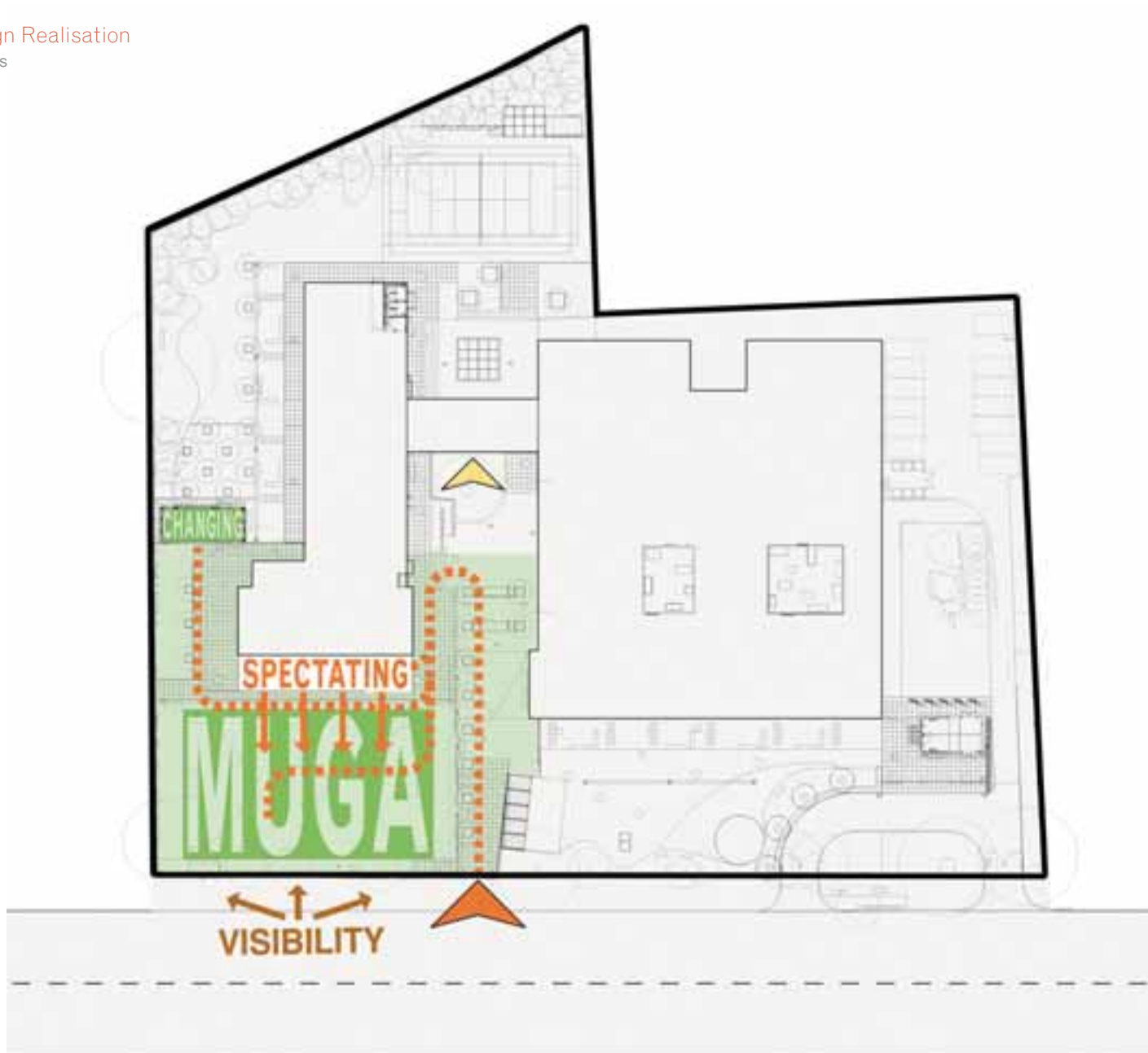
Separate storage for school and community

Floodlighting external play surfaces can extend the time span and attraction of these facilities

● Access for All Example 1

Marks Barfield Architects Exemplar Primary School

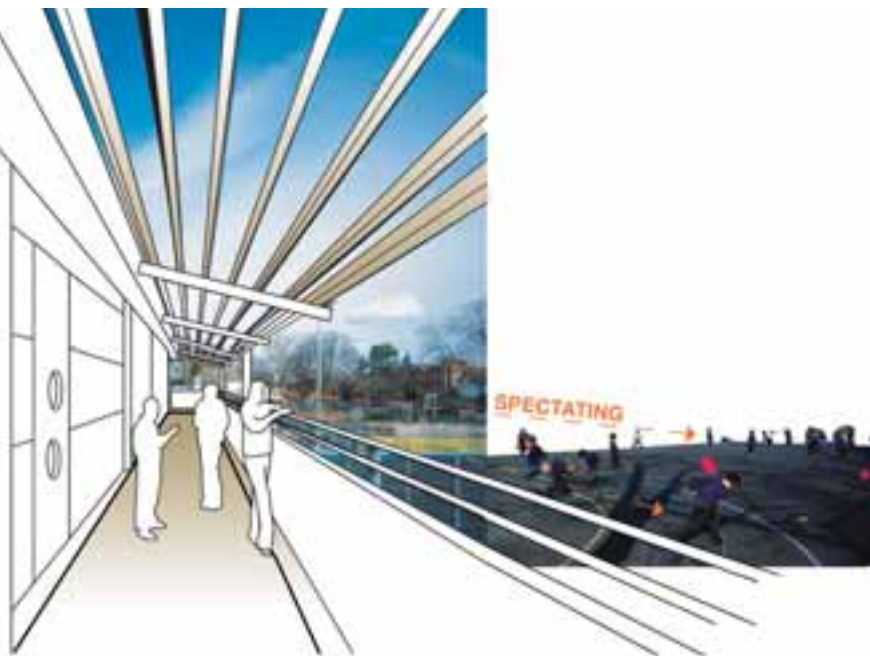
This example shows the sports field and main hall directly accessible from the entrance forecourt and parking area. This means that the facilities can be used outside school hours without presenting security problems for the school. This layout is intelligent and clear, and allows easy management of the overlap of use between the school and the community.



● Access for All **Example 2**

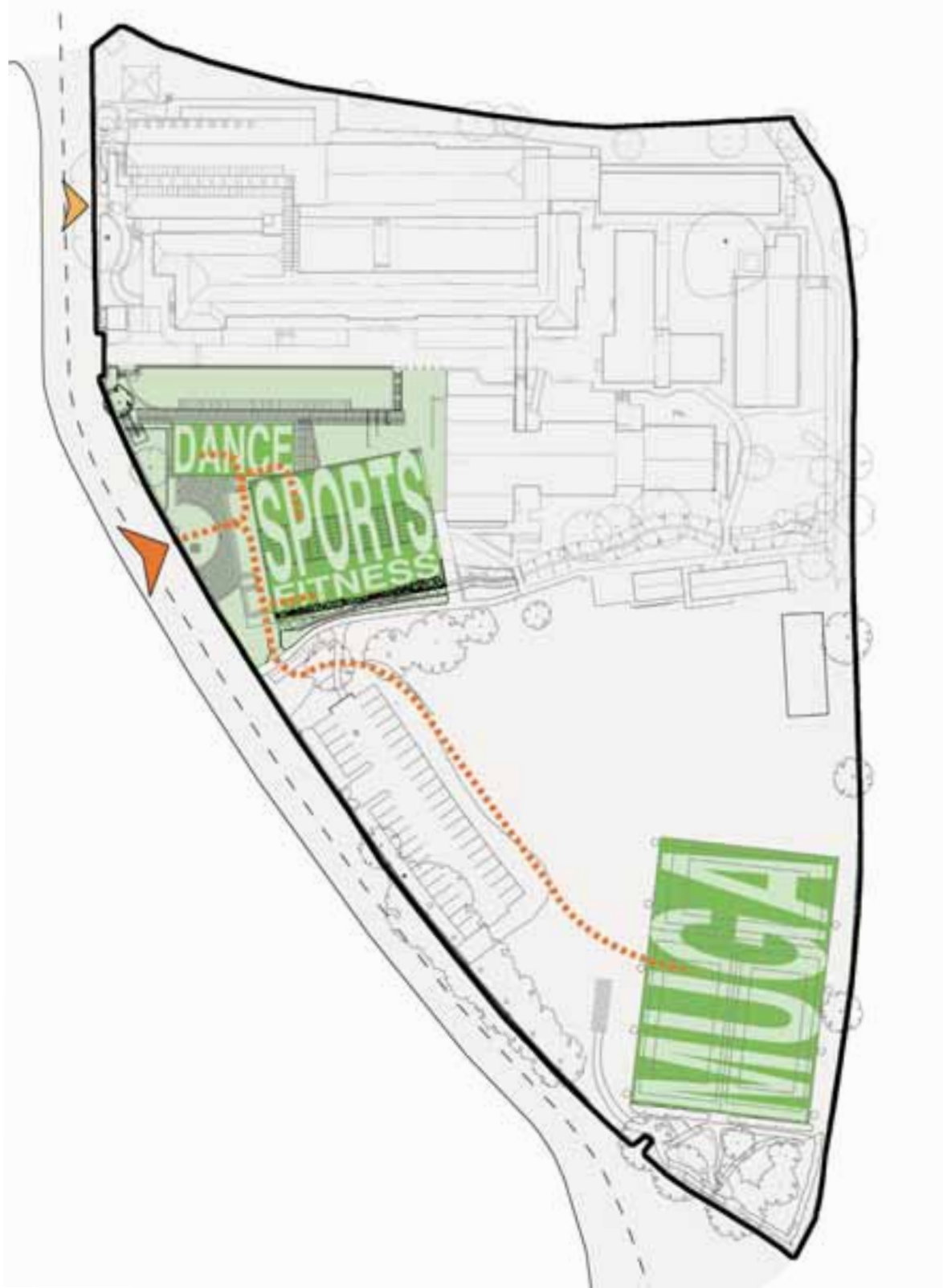
Kings Avenue School
Shepherd Epstein Hunter

This school, which is a refurbishment on a tight urban site, has placed the major community use sport facility, a multi-use games area (MUGA), close to the public entrance to the site, and adjacent to the road. This means that the facility is clearly visible to the public, which makes signage and way-finding for visitors as easy as possible. The refurbishment has also provided an imaginative 'grandstand' balcony to the MUGA, which greatly enhances the attraction of the MUGA for community use (such as tournaments). Once again security for the school areas both during and after school can be easily managed by simple and clear boundaries and lockable gates between the core school and shared community parts.



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Access



● **Access for All Example 3**

Waverley School
Southwark Building Design



The new sports hall at this site has had a major impact on the community recognition and appreciation of the school. The intelligent provision of separate entrances for pupils and visitors means that there is an effective way of signalling and controlling access to the shared facilities. The visitors' entrance does not signal a school – it is smaller, less institutional and less intimidating for users from the wider community coming in. Outside school hours management of the new facility, which is in high demand, is assumed by an outside company which can easily ensure that only the required sporting facilities are accessible to customers. The planning of the site is such that the sports

facilities could be used by members of the community even within the school day, without interfering with the running of the school.





Entrance & Foyer

Entrances to facilities should send the right message of welcome and inclusion, particularly to groups who are less obviously 'sporty', whether the users are from the school or from the wider community.

The use of facilities by the wider community requires that particular attention should be paid to entrance design to ensure that the key teaching and learning objectives of the school are not compromised. The following examples highlight key design issues for entrances for schools.

The foyer of a sports space should be warm and welcoming. It should be visible from approach routes and create good expectations of what is inside. Audiences for spectator events should fit in comfortably with enough room to circulate, wait for friends and look at notices and promotional displays. Standards and layout will depend on how the facility is to be used: whether it is mainly for school use or for shared school and community use. In shared centres, it may help to separate the

community entrance from the school entrance, particularly if the community uses the facility during the day. One entrance can be approached from the main car park, for example, and the other directly from the school premises. The management strategy for the space will dictate the layout approach.

Entrance doors should have lobbies, especially if staff or visitors are likely to spend time at desks or waiting areas near the entrances. Where the community makes frequent use of the facilities, automatic doors will facilitate access for disabled or elderly visitors and parents with small children and pushchairs.

Foyer areas in spaces where the public has access need a reception desk, used as a ticket desk/box office for performances, and a facility for providing refreshments. Open reception desks are generally more inviting. A small staff office or centre manager's office close to the reception desk provides a secure location for cashing up, administration and records storage. Storage space should be allowed behind the reception desk for lost property and

items for sale or hire. Some secure storage space may also be needed for pushchairs where the community has regular access to the facilities.

The needs of people with disabilities must be taken into account in the design of these spaces. Facilities should be arranged in a logical sequence so that visitors can move on quickly. Control needs to be maintained over security, particularly where the public is admitted. Refreshment and waiting areas should be located close to entrance routes and reception areas to attract users without interrupting flow. 1.5m² per person should be allowed for seated waiting and refreshment areas.

A group of pupils arriving may coincide with another group leaving. There should be enough space for groups to be held without swamping other users. At least 0.5m² per person is needed in addition to entrances and queuing spaces. Provision is needed for monitoring of fire and security systems. Fire Authorities have particular requirements for the visible siting of fire alarm panels and control boards.



Design Points

Security systems need to ensure the safety of pupils and teachers when there is wider community access to school facilities

Sports facilities will often be the 'portal' between the school and wider community: signboards or electronic screens can provide a window of communication for the school

For staffing efficiency, the same reception could be used for the main school and sports facilities.



● Entrance & Foyer Example 1

Ballifield Primary School
Prue Chiles Architects

Much more than just a corridor, the entrance space to Ballifield School shows the difference that careful and generous design can make. Clearly signalling itself as an entrance, it serves the community, but also provides all the necessary requirements for the school. It makes a bold and positive statement about the way the school wants to present itself both to its own pupils and to the wider community.



Photo: Martine Hamilton Knight

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Access



“You can see sport from all spaces within the school. Whether you are in the entrance hall, the internal street, the classrooms or staff boardroom, there’s always a visual connection to one of the sports facilities. You can even see sport activities in the main hall whilst eating in the dining room, all to help inspire healthy living.”

Head of Sports and PE Capital City Academy



● **Entrance and Foyer Example 2**

Capital City Academy
Foster and Partners

The entrance space for Capital City Academy is a triple height volume with a canopy supported on columns providing shelter and a highly visible signal that this is the front of the school. The crisp detailing and high quality materials used in the construction, as well as the generous proportions, give a clear and uplifting message. The entrance space marks the start of a clear and logical circulation concept, with an 'internal street' running the entire length of the school terminating in the sports hall.

The proposed sports centre, which will provide indoor sports facilities such as a swimming pool and halls for school and community use, is located next door to the Capital City Academy.

Pupils' access to the projected sports centre will be at the opposite end of the site from the public entrance from the road. This smart use of planning location allows both groups to access and use the sports facilities without getting in each other's way, and leaves the main foyer and entrance space free for community use. The sports centre is located near to the school's existing indoor and outdoor sports facilities, making it easy to extend use of those facilities for the public. With both the school and the sports centre having generous entrances from the opposite ends of the site, it leaves only a small interface where the community and school will come into contact, making security and access more simple and straightforward.



Social & Refreshment Areas

Some social and refreshment accommodation is desirable in all sport facilities to which the public has access. These should not be tucked into remote parts of the building but linked to, or clearly visible from, entrance areas. These areas will set the tone for the whole venue. They should be welcoming, with a high level of interior design and specification quality. These spaces should create a sense of excitement about what goes on in the building. People in the lounges should be able to see into the sports areas through large glazed openings. Safety glazing and blinds or curtains will prevent players from being distracted.

The cost of staffing a refreshment bar will generally be too expensive for a school. A bar/café run by temporary staff or volunteers can provide refreshment before performances or during intervals. An alternative arrangement is to extend the reception counter so that staff can also serve refreshments.

Support accommodation to bar areas will include:

- Bar counters fitted with a sink and wash hand basin with an adjacent store for securing drinks and merchandise.
- Storage and servery areas serviced from a nearby vehicle delivery point.
- Proper refuse stores and containment. (For licensed bars, a physical form of segregation may be required with separate cellars).

● Social & Refreshment Areas Example

Capital City Academy
Foster and Partners

The community entrance to Capital City Academy's PE and sport facilities opens directly into the dining area on the middle level. Here, the dining area doubles up as a social and viewing space, providing a welcoming entrance and allowing people to observe others engaging in sports activities. The inclusion of a refreshment area within view of the sports spaces encourages people to enjoy the whole event of doing sport as a social, as well as a physical activity. From this point, the school can be shut off completely leaving only the top end of the school accessible to the community, including changing, fitness facilities and main hall on the Lower Ground, and dining and catering facilities on the Ground level. Access to the whole suite of spaces, and in particular to the catering and dining areas, increases the range of uses that the facilities can be hired out for (such as functions, for example) and the attractiveness and utility for people using them.



Security

Good accessibility has to be balanced by good security. Community use of school facilities has significant implications for security. Schools that are designed to be open and welcoming are more likely to encourage community use and as a result are often subject to less vandalism.

However, a balance has to be struck between openness and security and it has to be recognised that some security measures can create a very unwelcoming space. Issues to consider include the need for separation of those spaces used exclusively by the school and those used by the community during the day. Siting, access and zoning of areas are all important here. Lockable gates are a simple way to enhance security. Where premises are used outside school hours more outside lighting, including car park lighting, will be required and other security systems like intruder alarms and possibly CCTV. There needs to be secure storage for expensive equipment for school and community use. Additional protection will be needed for doors, windows and roof lights¹.



¹ See *Managing School Facilities Guide 4, Improving Security* DfEE 1996 and Police Advisory document *Secured by Design*, www.securedbydesign.com